

California Comprehensive Teacher Education Institutes

SCORING RUBRIC Narrative Criteria

Scoring Rubric

I. CTEI RUBRIC FOR BUILDING A HIGH QUALITY TEACHER PREPARATION PROGRAM

Overall Criterion: The proposal addresses building a teacher preparation program with recruitment pathways including incentives for high school students, college students, paraprofessionals, under-represented and mid-career entrants, to choose a career in teaching in low performing school.

Score “20” for the proposal which:	Score “15” for the proposal which:	Score “10” for the proposal which:	Score “5” for the proposal which:
<ul style="list-style-type: none"> • Thoroughly expands programs that provide students with an early introduction to teaching as a career. • Thoroughly addresses the preparations of students with skills needed to teach in low performing schools. • Thoroughly addresses evidence of intent to implement program from multiple sources. • Thoroughly addresses support from an ongoing theory to practice model of evaluation. • Thoroughly demonstrates connection of K-12 Institutions and/or community college(s). • Thoroughly addresses all criterion elements. 	<ul style="list-style-type: none"> • Adequately expands programs that provide students with an early introduction to teaching as a career. • Adequately addresses the preparations of students with skills needed to teach in low performing schools. • Adequate addresses evidence of intent to implement program from multiple sources. • Adequately addresses support from a theory to practice model of evaluation. • Adequately demonstrates some connection of K-12 institutions and/or Community College(s). • Adequately addresses criterion elements. 	<ul style="list-style-type: none"> • Expands few programs that provide students with an early introduction to teaching as a career. • Addresses few preparations of students with skills needed to teach in low performing schools. • Addresses few evidences of intent to implement program from multiple sources. • Addresses few examples of evidence to support theory to practice model of evaluation. • Demonstrates few connections of K-12 institutions and/or Community College(s). • Addresses few criterion elements. 	<ul style="list-style-type: none"> • Inadequately expands programs that provide students with an early introduction to teaching as a career. • Inadequately addresses the preparations of students with skills needed to teach in low performing schools. • Inadequately addresses criterion elements. • Inadequately addresses evidence of intent to implement program from multiple sources. • Inadequately address a theory to practice model of evaluation. • Inadequately demonstrates connection of K-12 institutions and/or Community College(s). • Inadequately addresses criterion elements.

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II. CTEI RUBRIC FOR PROVIDING TEACHER PREPARATION CANDIDATES WITH THE EARLY EXPOSURE TO CLASSROOM SKILLS THEY NEED FOR IMPROVING STUDENT LEARNING

Overall Criterion: The proposal describes the process of providing teachers and school leaders with the skills they need to improve student learning in low performing schools. All teachers have access to continuous, sustained, high-quality opportunities to learn that supports their work with children. The infrastructure for high quality professional development includes long-term institutes for acquiring knowledge and skills; onsite coaching; and a technology-based system of support including resources and training.

Score “20” for the proposal which:	Score “15” for a proposal which:	Score “10” for the proposal which	Score “5” for the proposal which:
<ul style="list-style-type: none"> • Thoroughly discusses career long development of educators. • Thoroughly addresses plans for academic counseling early in the teacher preparation program. • Thoroughly discusses early exposure to planning for teachers to acquire knowledge and skills to teach in low performing schools. • Thoroughly discusses ongoing professional learning embedded in content and classroom context. • Thoroughly discusses long-term planning for institutes for teachers to acquire knowledge and skills. • Thoroughly discusses plans for a technology-based support system. • Thoroughly discusses implementation plans for high quality standards for teacher preparation. • Thoroughly encourages implementation of BTSA at scale. 	<ul style="list-style-type: none"> • Adequately discusses career long development of educators. • Adequately addresses plans for academic counseling early in the teacher preparation program. • Adequately discusses early exposure to planning for teachers to acquire knowledge and skills to teach in low performing schools. • Adequately discusses ongoing professional learning embedded in content and classroom context. • Adequately discusses long-term planning for institutes for teachers to acquire knowledge and skills. • Adequately discusses plans for a technology-based support system. • Adequately discusses implementation plans for high quality standards for teacher preparation. • Adequately encourages implementation of BTSA at scale. 	<ul style="list-style-type: none"> • Discusses few descriptors for career long development of educators. • Addresses few plans for academic counseling early in the teacher preparation program. • Discusses few descriptors for early exposure to planning for teachers to acquire knowledge and skills to teach in low performing schools. • Discusses few ongoing professional learning opportunities embedded in content and classroom context. • Discusses few long-term plans for institutes for teachers to acquire knowledge and skills • Provides few plans for a technology-based support system. • Discusses few implementation plans for high quality standards for teacher preparation. • Encourages few recommendations for the implementation of BTSA at scale. 	<ul style="list-style-type: none"> • Inadequately discusses career long development of educators. • Inadequately addresses few plans for academic counseling early in the teacher preparation program. • Inadequately discusses early exposure to planning for teachers to acquire knowledge and skills to teach in low performing schools. • Inadequately discusses ongoing professional learning opportunities embedded in content and classroom context. • Inadequately discusses long-term plans for institutes for teachers to acquire knowledge and skills . • Inadequately Discuss plans for a technology-based support system. • Inadequately discusses implementation of high quality standards for teacher preparation. • Inadequately encourages implementation of BTSA at scale.

Scoring Rubric

III. CONTINUING TO PROVIDE MENTORING AND COACHING FOR TEACHER PREPARATION CANDIDATES.

Overall Criterion: The proposal addresses conditions to provide collaborative mentoring for teacher preparation candidates during preparation, induction and retention.

Score "20" points for proposals which:	Score "15" points for proposals which:	Score "10" point for proposals which:	Score "5" points for proposals which:
<ul style="list-style-type: none"> • Thoroughly describes collaborative instructional planning. • Thoroughly discusses opportunities for peer coaching and mentoring for new teachers. • Thoroughly discusses mentoring experienced teachers to enhance instruction. • Thoroughly discusses opportunities for teachers to examine student work together. • Thoroughly discusses collaborative planning that is embedded in the school day. • Thoroughly discusses technology to connect teachers to each other and to new knowledge about teaching and learning. • Thoroughly discusses plans for long- term programs for early introduction of teacher preparation candidates to the classroom. 	<ul style="list-style-type: none"> • Adequately describes collaborative instructional planning. • Adequately discusses opportunities for peer mentoring for new teachers. • Adequately discusses mentoring experienced teachers to enhance instruction. • Adequately discusses opportunities for teachers to examine student work together. • Adequately discusses collaborative planning that is embedded in the school day. • Adequately discusses technology to connect teachers to each other and to new knowledge about teaching and learning. • Adequately discusses plans for long- term programs for early introduction of teacher preparation candidates to the classroom. 	<ul style="list-style-type: none"> • Discusses few opportunities for collaborative instructional planning. • Discusses few opportunities for peer coaching and mentoring for new teachers. • Discusses few opportunities for mentoring experienced teachers to enhance instruction. • Discusses few opportunities for teachers to examine student work together. • Discusses few opportunities for collaborative planning that is embedded in the school day. • Contains few examples of using technology to connect teachers to each other and to new knowledge about teaching and learning • Discusses few plans for long-term programs for early introduction of teacher preparation candidates to the classroom. 	<ul style="list-style-type: none"> • Inadequately discusses collaborative instructional planning. • Inadequately discusses opportunities for peer coaching and mentoring for new teachers. • Inadequately discusses mentoring experienced teachers to enhance instruction. • Inadequately discusses opportunities for teachers to examine student work together. • Inadequately discusses collaborative planning that is embedded in the school day. • Inadequately discusses technology to connect teachers to each other and to new knowledge about teaching and learning. • Inadequately discusses plans for long-term programs for early introduction of teacher preparation candidates to the classroom.

Scoring Rubric:**IV. CONDITIONS THAT ENSURE THAT EVERY TEACHER IS PREPARED IN BOTH CONTENT AND PEDAGOGY.**

Overall Criterion: The proposal addresses the need for early introduction of teacher preparation candidates to academic content and pedagogy that contributes to improving instruction across grade levels.

Score “20” for the proposal which:	Score “15” for a proposal which:	Score “10” for the proposal which:	Score “5” for the proposal which:
<ul style="list-style-type: none">• Thoroughly plans for basic and advanced content collaboration.• Thoroughly describes procedures for developing common content and pedagogy strategies across the curriculum.• Thoroughly discusses opportunities for continuously improving the methodology of instruction throughout the school.	<ul style="list-style-type: none">• Adequately plans for basic and advanced content collaboration.• Adequately describes procedures for developing common content and strategies across the curriculum.• Adequately discusses opportunities for continuously improving the methodology of instruction throughout the school.	<ul style="list-style-type: none">• Describes few school plans for basic and advanced content collaboration.• Describes few procedures for developing common content and strategies across the curriculum.• Discusses few opportunities for continuously improving the methodology of instruction throughout the school.	<ul style="list-style-type: none">• Inadequately plans for school collaboration for basic and advanced content collaboration.• Inadequately develops procedures for developing common content and strategies across the curriculum.• Inadequately discusses opportunities for continuously improving the methodology of instruction throughout the school.

Rubric Scoring

V. CTEI RUBRIC FOR PROGRAM AND BUDGET NARRATIVE. TO SUBMIT AN APPLICATION FOR CONSIDERATION ALL SECTIONS OF THIS RUBRIC MUST BE SATISFIED. SCORE UP TO “15” POINTS FOR SUBMITTING ALL OF THE FOLLOWING DOCUMENTS:

- ☐ Submit an original and two copies to the California Department of Education, Office of Professional Development on, or before May 10, 2001.
- ☐ Complete a preliminary CTEI Budget Form with the appropriate signature(s). Provide total amount of the dollar amount requested.
- ☐ Complete a budget narrative that describes and justifies how expenditures support the program goals. Meeting this requirement is a necessary condition for receipt of funds. All applications must explain how grant funds will ensure that specific application goals will be met. Specify, if other funding sources will be used in conjunction with CTEI grant. The program narrative is limited to single-spaced pages using 12-point type and one-inch margins – top, bottom, sides.
- ☐ Complete a program narrative addressing all criteria as specified. Refer to the Selection Criteria section for detailed information on each of the criteria. The program narrative is limited to five single-spaced pages using 12-point type and one-inch margins – top, bottom, sides.
- ☐ The Department of Education staff may request a visit to a new start up or continuing CTEI’s prior to approving funding for years two through five. Grants for years two through five are dependent upon availability of program funding and an acceptable continuing application for funding.

Scoring Rubric

VI. CTET

RUBRIC FOR OVERALL QUALITY OF THE APPLICATION.

Score “5” for the proposal which:	Score “4” for the proposal which:	Score “3” for the proposal which:	Score “2” for the proposal which:
<ul style="list-style-type: none"> Thoroughly discusses the selection criteria. 	<ul style="list-style-type: none"> Adequately discusses the selection criteria. 	<ul style="list-style-type: none"> Discusses few of the selection criteria. 	<ul style="list-style-type: none"> Inadequately discusses few of the selection criteria.

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VII. PLANNING GRANT APPLICATION FOR NEW AND EXPANDING CTEI PROGRAMS

Overall Criterion: Proposal discusses how the partnership will address planning evaluation, feasibility, links to other state initiatives, and contributions to institutionalization of change.

Score “20” for proposals which:	Score “15” for proposals which:	Score “10” for proposals which:	Score “5” for proposals which:
<ul style="list-style-type: none"> Thoroughly discuss planning or strategies leading to the institutionalization of change. Thoroughly discusses an evaluation plan for assessing the CTEI. Thoroughly discusses proposal feasibility. Thoroughly discusses links to other state initiatives. Thoroughly discusses contributions to the institutionalization of change. 	<ul style="list-style-type: none"> Adequately discusses planning or strategies leading to institutionalization of change. Adequately discusses an evaluation plan for assessing the CTEI. Adequately discusses proposal feasibility Adequately discusses links to other state initiatives Adequately discusses contributions to the institutionalization of change. 	<ul style="list-style-type: none"> Discusses few planning or strategies leading to institutionalization of change. Discusses few evaluation plans for assessing the CTEI. Discusses few aspects of proposal feasibility. Discusses few links to other state initiatives. Discusses few contributions to the institutionalization of change. 	<ul style="list-style-type: none"> Inadequately discusses planning or strategies leading to institutionalization of change. Inadequately discusses evaluation plans for assessing the CTEI. Inadequately discusses proposal feasibility. Inadequately discusses links to other state initiatives. Inadequately discusses contributions to the institutionalization of change.